



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7231 W North Lane, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Brian Duguid  
Schedule : 7:30 AM to 3:40 PM  
Grades : Pre-K-8  
2004 Enrollment : 735  
Web Address : [www.peoriaud.k12.az.us](http://www.peoriaud.k12.az.us)  
Phone Number : (623) 412-4475  
Fax Number : (623) 412-4484  
E-mail : [bduguid@peoriaud.k12.az.us](mailto:bduguid@peoriaud.k12.az.us)

### Mission

The staff at Ira A. Murphy is committed to providing instruction that meets students' needs whatever they may be. We work in partnership with parents and the community to ensure students are successful academically, socially, and emotionally.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Not Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü We implement school wide goals and action plans, that will promote student achievement on norm-referenced, criterion-referenced, and teacher-created assessments.
- ü Reading goals are developed by each of our classroom teachers, as well as support staff. It is our goal at Ira A. Murphy that each child will read at grade level or make one year's growth.

### Enrollment

October 1, 2003 School Year Student Enrollment : 723  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 63

## Instructional Programs

- Ü Title I Services
- Ü English as Second Language Services
- Ü Special Education
- Ü Band (5-8 Grades)
- Ü Chorus (5-8 Grades)

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

## Shared Responsibilities

### School

We are committed to parents by communicating with positive phone calls, monthly newsletters, and district materials. We update our website frequently. We set goals in compliance with district goals. We continue to utilize our Family Center.

### Parents

The parents at Ira A. Murphy are part of the educational team. We can educate students best if parents are involved in the educational process. As per our student handbook, we expect parents to comply with district and school procedures and policies.

## Transportation Policy

Students may ride the bus if they live 1 mile or more away from our campus. Currently the bus route includes two stops to and from school. Special education students who need transportation due to a physical disability are offered bus transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Pride of Peoria Certified Recipients	2004
Ü Pride of Peoria Classified Recipients	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2724	75509	100	100	100	497	529	521	16	8	13	41	21	23	30	35	33	14	35	31
All Students (Prior Year)	91	2731	75372	100	100	100	511	529	523	10	5	9	32	23	25	35	41	36	23	31	30
Female	45	1318	37013	100	100	100	495	529	522	17	8	12	47	22	24	20	36	33	17	34	31
Male	43	1406	38430	100	100	99	499	530	521	15	9	14	35	21	22	38	35	33	12	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	46	582	30486	100	100	99	495	514	505	19	12	18	33	30	29	30	33	32	19	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	37	1886	35192	100	100	99	501	534	534	12	7	8	45	19	19	30	37	35	12	38	39
Students with Disabilities	12	438	9708	100	100	100	487	506	489	0	20	32	100	27	27	0	32	24	0	22	17
Students without Disabilities	76	2286	65801	97	98	98	498	533	525	17	7	11	37	21	23	32	36	34	15	37	33
Limited English Proficient Students	19	194	16928	100	100	100	486	465	485	0	50	29	100	50	33	0	0	26	0	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	50	693	36411				491	509	503	17	14	19	43	31	29	33	34	32	7	21	20
Non-Economically Disadvantaged	38	2031	39040				503	535	534	15	6	8	38	19	19	26	36	34	21	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2724	75492	100	100	100	512	525	519	11	7	12	22	15	16	53	51	47	14	27	24
All Students (Prior Year)	89	2716	75221	100	99	100	515	526	523	10	5	8	16	15	16	58	60	56	15	20	21
Female	45	1319	37014	100	100	100	518	528	523	10	6	10	17	13	15	50	50	48	23	30	27
Male	43	1405	38400	100	100	99	506	522	516	12	8	14	26	17	17	56	52	47	6	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	46	582	30438	100	100	99	508	516	508	15	10	17	19	21	21	56	52	47	11	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	37	1887	35177	100	100	99	516	528	528	6	6	8	27	13	13	48	50	49	18	30	31
Students with Disabilities	12	439	9707	100	100	100	498	508	495	0	17	33	75	23	21	25	43	33	0	17	13
Students without Disabilities	76	2285	65785	97	98	98	513	527	522	12	6	10	18	14	16	55	52	49	15	28	26
Limited English Proficient Students	19	195	16905	100	100	100	509	474	489	0	67	34	0	0	28	100	33	32	0	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	50	692	36302				505	514	507	13	12	18	23	22	21	57	51	46	7	15	14
Non-Economically Disadvantaged	38	2032	39164				518	528	528	9	6	8	21	13	13	50	51	48	21	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2706	75053	100	100	99	627	603	597	2	5	7	5	10	12	81	78	72	13	7	9
All Students (Prior Year)	91	2701	73654	100	99	99	522	533	530	9	5	9	15	11	13	75	78	70	1	6	7
Female	45	1310	36872	100	99	99	647	624	621	3	3	5	3	7	9	77	81	74	17	10	12
Male	43	1396	38109	100	100	99	609	583	573	0	6	10	6	13	14	85	76	69	9	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	46	578	30235	100	99	98	656	594	575	0	5	9	4	13	14	70	74	70	26	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	37	1876	35028	100	100	99	597	609	613	3	4	6	6	9	10	91	80	73	0	8	11
Students with Disabilities	12	433	9625	100	100	100	466	554	530	0	10	21	75	16	21	25	71	55	0	3	4
Students without Disabilities	76	2273	65428	97	97	98	637	610	604	2	4	6	0	9	11	85	79	73	13	8	10
Limited English Proficient Students	19	194	16765	100	100	100	603	529	525	0	33	17	0	0	20	100	67	60	0	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	50	687	36077				636	572	566	0	8	10	3	12	16	80	77	69	17	3	5
Non-Economically Disadvantaged	38	2019	38950				618	612	618	3	4	5	6	9	9	82	79	73	9	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2855	76019	100	100	100	468	503	499	25	9	14	50	39	39	15	16	14	10	35	33
All Students (Prior Year)	89	2885	76230	100	100	100	500	508	498	6	6	12	48	37	38	13	13	12	34	45	37
Female	36	1384	37207	100	100	100	467	504	499	23	8	12	57	40	41	17	18	14	3	34	33
Male	31	1469	38677	100	100	100	469	502	498	27	11	15	41	39	38	14	15	13	18	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	30	590	29458	100	100	100	464	487	480	20	15	20	65	47	48	10	14	12	5	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	27	2018	35880	96	100	100	475	507	515	25	8	7	42	37	32	17	17	16	17	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	58	2470	66233	100	99	99	468	507	503	24	7	11	50	39	39	16	17	14	10	37	35
Limited English Proficient Students	14	173	15206	100	100	100	439	454	459	33	33	31	67	53	53	0	2	7	0	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	42	700	35714				459	482	480	33	18	20	43	47	47	20	14	12	3	21	20
Non-Economically Disadvantaged	25	2155	40266				480	509	513	14	7	9	59	37	33	9	17	15	18	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2851	76020	100	100	100	498	506	503	29	18	25	29	22	23	35	45	40	8	14	12
All Students (Prior Year)	83	2864	76202	98	99	100	503	508	505	14	13	19	28	23	24	51	52	46	7	13	11
Female	36	1384	37213	100	100	100	497	509	504	20	16	22	37	21	23	40	48	42	3	15	13
Male	31	1465	38666	100	100	100	500	503	501	41	21	29	18	23	22	27	42	38	14	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	30	589	29442	100	100	99	494	501	494	40	27	37	10	25	26	45	40	31	5	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	27	2014	35890	96	100	100	505	508	511	21	16	15	38	22	20	29	46	48	13	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	58	2468	66236	100	98	99	499	508	504	30	15	23	26	22	23	36	47	42	8	15	13
Limited English Proficient Students	14	173	15198	100	100	100	486	481	483	33	59	59	67	27	25	0	14	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	42	700	35703				498	498	494	40	31	37	30	27	26	20	35	31	10	7	6
Non-Economically Disadvantaged	25	2151	40274				499	508	509	14	15	17	27	21	20	55	47	47	5	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	2854	75673	100	100	100	485	544	530	29	8	12	21	22	25	46	66	58	4	4	4
All Students (Prior Year)	85	2862	74692	100	99	99	505	513	502	9	10	18	32	26	27	51	56	47	9	9	8
Female	36	1384	37099	100	100	100	515	563	548	13	4	8	27	19	22	53	71	64	7	5	6
Male	31	1468	38441	100	100	99	444	527	513	50	12	16	14	24	29	36	60	52	0	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	30	590	29305	100	100	99	500	528	507	30	10	16	20	27	31	40	59	51	10	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	27	2016	35760	96	100	99	478	549	550	25	8	9	21	20	21	54	67	64	0	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	58	2471	65967	100	99	99	485	551	536	30	7	10	20	21	25	46	68	60	4	5	5
Limited English Proficient Students	14	173	15115	100	100	100	486	483	471	33	19	26	33	37	38	33	44	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	42	701	35541				452	523	504	37	14	17	27	23	31	37	61	50	0	2	2
Non-Economically Disadvantaged	25	2153	40091				530	551	550	18	7	9	14	21	21	59	67	64	9	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	3176	75001	100	100	99	478	476	468	37	27	37	28	43	36	16	21	16	20	10	10
All Students (Prior Year)	76	2987	71167	89	99	99	490	468	463	12	32	38	52	47	41	24	15	14	12	6	7
Female	41	1568	36846	100	100	99	474	476	468	41	25	36	32	46	38	7	20	16	20	9	10
Male	45	1600	37974	100	100	99	482	476	467	32	29	39	24	39	34	24	21	16	20	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	36	634	26675	100	100	98	468	462	448	39	37	52	33	42	34	18	15	10	9	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	43	2237	37785	100	100	99	487	480	482	33	24	25	23	43	39	16	22	21	28	11	15
Students with Disabilities	13	359	8802	100	100	100	408	425	418	83	74	79	8	22	16	8	4	3	0	1	1
Students without Disabilities	73	2817	66199	99	99	99	490	480	472	29	23	34	31	44	38	17	22	17	23	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	35	628	29814				471	458	448	42	41	53	29	39	33	6	14	10	23	5	4
Non-Economically Disadvantaged	51	2548	45170				483	480	479	33	24	28	27	43	38	22	22	20	18	11	14

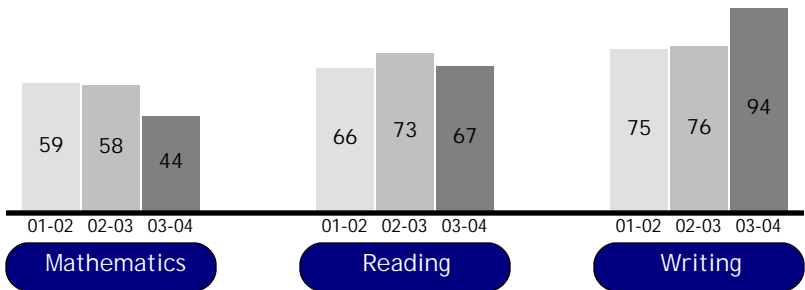
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	3170	74918	100	100	99	496	507	497	28	22	32	22	18	19	38	42	35	12	18	15
All Students (Prior Year)	81	2981	71100	95	99	99	498	510	502	28	17	25	19	19	21	37	46	40	15	18	15
Female	41	1566	36805	100	100	99	491	510	501	32	19	28	22	19	19	39	45	37	7	18	16
Male	45	1599	37936	100	100	99	501	504	493	24	26	35	22	18	18	37	38	33	17	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	36	634	26645	100	100	98	492	495	478	33	32	46	24	20	20	24	34	27	18	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	43	2236	37773	100	100	99	501	511	511	21	18	20	21	18	18	49	44	41	9	19	21
Students with Disabilities	13	358	8801	100	100	100	440	455	448	75	72	75	17	14	13	8	11	10	0	3	2
Students without Disabilities	73	2812	66117	99	99	99	506	512	501	20	18	28	23	19	19	43	44	37	14	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	35	628	29785				491	490	477	35	36	47	23	23	20	32	32	26	10	9	6
Non-Economically Disadvantaged	51	2542	45115				499	511	508	24	19	23	22	17	18	41	44	39	14	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	3170	74503	100	100	99	494	522	491	7	4	9	28	22	32	60	61	51	5	12	8
All Students (Prior Year)	76	2940	69001	89	97	96	487	499	490	14	11	17	50	35	37	36	53	45	0	1	1
Female	41	1566	36686	100	100	99	497	535	506	5	3	5	32	17	29	59	66	57	5	14	9
Male	45	1598	37644	100	100	98	492	509	476	10	6	13	24	28	36	61	56	45	5	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	36	634	26500	100	100	97	476	510	467	9	6	13	39	27	39	48	56	44	3	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	43	2235	37606	100	100	99	506	526	508	7	4	6	21	21	28	65	63	56	7	12	10
Students with Disabilities	13	359	8662	100	100	100	425	437	409	42	24	37	25	42	42	33	32	20	0	2	1
Students without Disabilities	73	2811	65841	99	99	98	506	530	499	1	3	7	29	21	32	64	64	53	6	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	35	629	29587				494	504	465	6	6	14	32	27	40	58	59	43	3	7	4
Non-Economically Disadvantaged	51	2541	44898				495	526	507	8	4	7	25	21	28	61	62	55	6	13	10

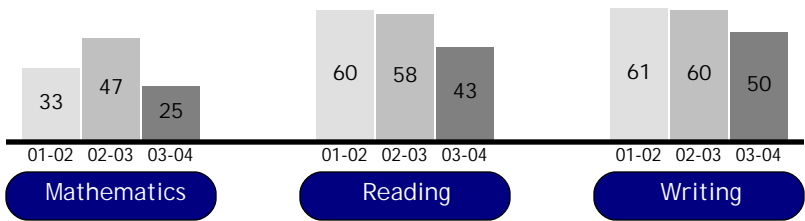
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

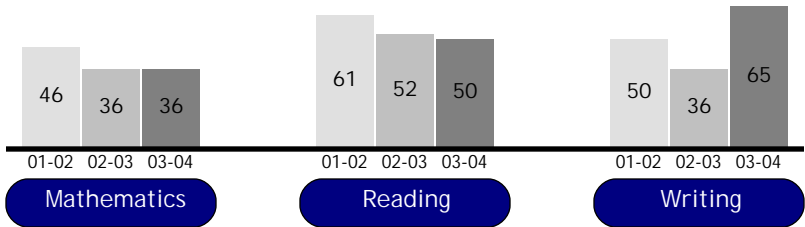
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	44	58	44	100	56	62	50	92	47	NA	58
	Language	91	41	56	39	100	50	57	43	98	43	60	50
	Mathematics	93	66	68	52	99	65	71	57	99	61	72	64
3	Reading	95	38	55	43	99	43	58	47	100	50	NA	55
	Language	92	47	64	50	97	50	66	54	100	59	70	61
	Mathematics	89	48	65	50	100	51	67	54	100	54	71	61
4	Reading	95	46	59	47	95	55	63	52	98	53	NA	56
	Language	95	43	57	45	97	46	59	48	100	46	60	52
	Mathematics	95	55	66	52	95	55	67	57	100	50	69	61
5	Reading	95	42	55	46	100	50	61	50	93	49	NA	55
	Language	91	44	51	43	100	46	56	46	100	39	56	49
	Mathematics	91	58	63	54	100	57	67	57	100	47	67	63
6	Reading	99	61	60	49	93	57	63	53	100	55	NA	56
	Language	99	56	54	42	97	50	58	45	100	53	60	48
	Mathematics	99	71	70	58	99	67	73	62	100	63	75	66
7	Reading	100	45	60	48	99	54	63	51	100	50	NA	54
	Language	100	48	64	51	97	65	69	54	100	53	67	58
	Mathematics	96	81	68	54	97	71	70	58	100	61	68	62
8	Reading	99	54	61	49	100	49	62	53	100	58	NA	55
	Language	99	50	60	46	99	49	62	49	100	60	64	52
	Mathematics	96	84	67	54	99	79	66	58	100	74	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

## Council Duties

- ü Monthly Meetings
- ü Decision Making on Budget Areas
- ü Scholarships
- ü Coordinate Volunteer Projects

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	8.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	7	0	0	0
7 to 9 years	1	2	0	0
10 or more years	10	6	0	0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

## Special Facilities

- ü 7-8 Technology Lab
- ü K-6 Technology Lab
- ü Media Center
- ü Multi Purpose Building

## Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü 7-8 Boys and Girls Softball
- ü 7-8 Boys and Girls Basketball
- ü 7-8 Grade Flag Football
- ü 7-8 Grade Volleyball

## Social Services

- ü DES
- ü Kids CARE
- ü Lions Club
- ü County Health Department

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Many teachers are recipients of Peoria Educational Enrichment Foundation Grants. These grants help teachers provide additional opportunities for student learning.
- ü We are a recipient of the Virginia Piper Grant to help with our Murphy Family Center.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	56	33
Grades 3-4	74	51
Grades 4-5	52	58
Grades 5-6	82	76
Grades 6-7	56	61
Grades 7-8	73	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our intervention specialist provides crisis intervention strategies to our students and community throughout the school year. We have developed a crisis management plan and practice nine monthly fire drills and lock down procedures twice during the year. We have a truancy officer who monitors student attendance and provides intervention strategies. Monthly meetings with staff are scheduled to review maintenance policies and practices.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Brian Duguid	(623) 412-4476
Transportation Policy	Brian Duguid	(623) 412-4476
Community Resources	Wade Myers	(623) 412-4475
School Nutrition Programs	Alice Rosales	(623) 412-4479
Parent Organization	Diane Saenz	(623) 412-4475
Student Health/Nurse	Tonya Hall	(623) 412-4478

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.